

Summer 1966

La Salle Magazine Summer 1966

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La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

V. 10 # 3
Summer 1966

**MEDICARE STARTS
COVERAGE TODAY
FOR 19 MILLION**

Smooth Beginning Expected
—Hospitals With 92%
of Beds Are Qualified

**VISTA Is R
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Amor Evening Bulletin

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EXPENSES

**Navy Doctors C
Happy Gemini 10
Safe After Recon**

Aboard the USS Guadalcanal, tell if the
—UPI—Astronauts John
and Michael Collins
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from space would

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**Prelate Says Age
Of Silent Laymen
Has Been Ended**

BAMBERG, Germany (NC)
—Msgr. Bernhard Hansler of
Rottenburg addressed 2,000
German Catholics at the Katho-
kentag, a bi-annual meeting of
atholic organizations, and re-
minded them that the age of
the silent layman was finished.

"The time of the mute lay-
man is gone," he said, "and
the changed Church, the Church
dialogue, has need of lay-
men who can participate in that
dialogue."

On the first day of the Katho-
kentag, theologians
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**600 Teachers
Train for Posts
In Poor Areas**

Some 600 new public school
teachers destined for posts in poor
teachery-area schools began a mu-
lti-year training program

**To Keep Pace
with America**

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FOR REFERENCE

Not To Be Taken Out of Building

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This companion article to a special supplement in this issue examines the College's challenges of the recent past and the near future, as La Salle girds for its second century in higher education.

5 AROUND CAMPUS

"Music Theatre: The Play's the Thing," a feature article on the occasion of the fifth anniversary of La Salle's unique summer musical venture, plus sundry campus news articles.

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PHOTO CREDITS: Front and back covers, Charles F. Sibre; pages 1-7 and inside back cover—Walter Holt; page 25—Schick Studio; Page 31—U.S. Marine Corps; Page 32—Ralph Howard; all others by Sibre.

La Salle

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Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

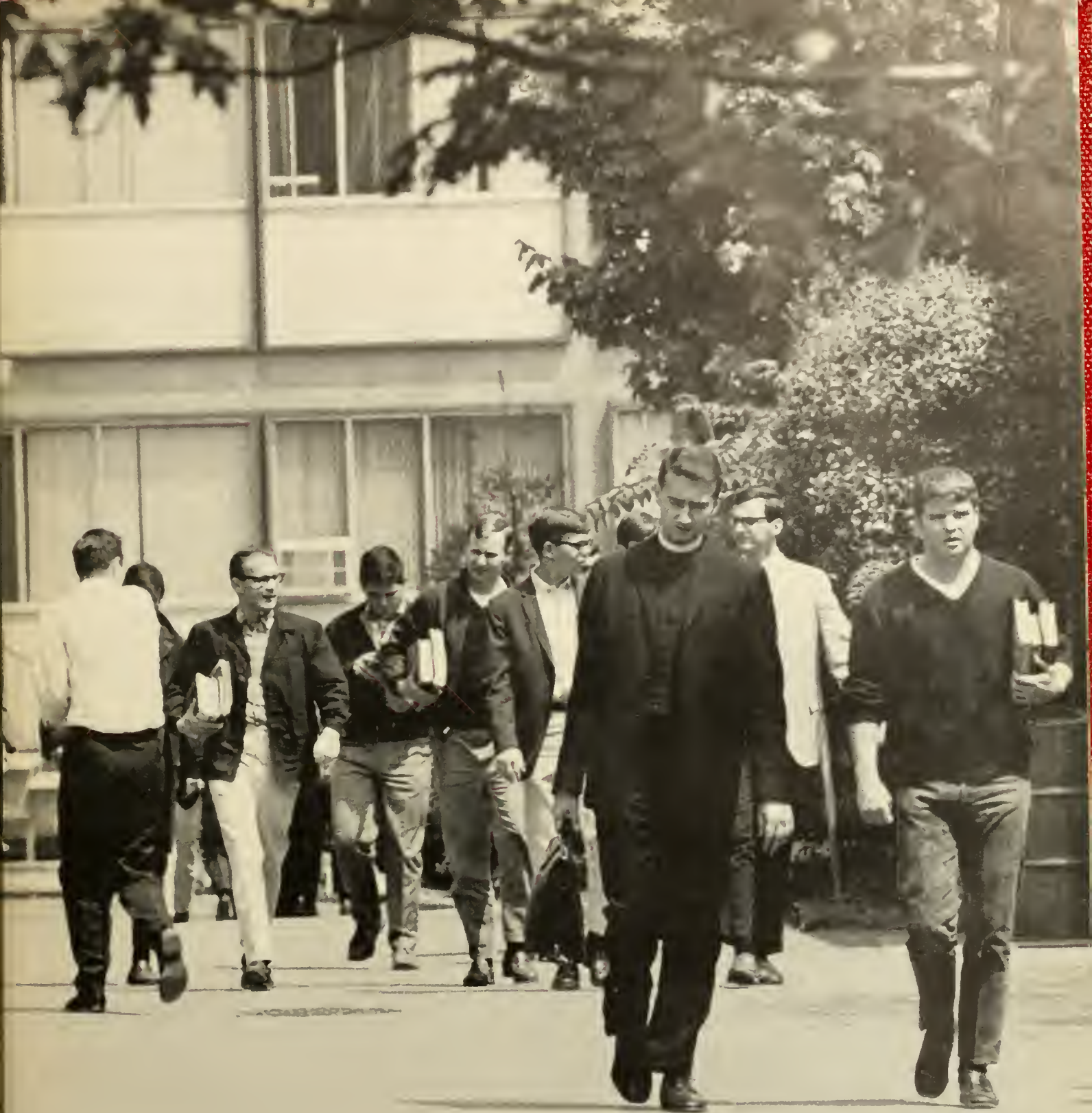
James J. McDonald, '58, *Alumni News*

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To Keep

“... develop every human



Pace with America

value, every art and science, and, without endangering their integrity, relate them to the implications of the Christian gospel."

*Brother Daniel Bernian, F.S.C., Ph.D.,
President, La Salle College*

*A companion article to this issue's
Editorial Projects for Education supplement,
which focuses upon La Salle's
challenges of the recent past and near future.*

“THE UNIVERSITY is a moving target. It is undergoing its greatest changes right now, right in front of our eyes, which makes both analysis and prescription doubly hazardous—but also doubly interesting.”

Thus, Dr. James A. Perkins, president of Cornell University, evaluates the state of American higher education today; in one paragraph he has succinctly summarized the subject of the Editorial Projects for Education supplement included in this issue of La Salle.

The fluid state of U.S. colleges and universities is no less applicable to La Salle, a school that was a small liberal arts college until 1946 and, by comparison is still dwarfed by today's giant universities. But since World War Two alone, La Salle has graduated some 7,000 men, and today nearly forty percent of the day college graduates pursue advanced studies in graduate and professional schools across the nation—many entering careers in teaching, medicine, law, business and industry.

The quiet, unhurried atmosphere of America's campuses has long ago disappeared and many factors have brought major changes to higher education. And still greater change lies ahead.

By 1975, the U.S. population will swell to 230 million; 50 million between ages 15 to 25. The gross national product is predicted to approach one trillion dollars; incomes will be larger for a working force of 100 million. In higher

education, nearly nine million students—*vis-a-vis* the six million enrolled today—will be attending U.S. colleges and universities. More than 30 million alumni will be asked to support their *alma maters*, which will need some 30 billion dollars for additional campus facilities alone.

The U.S. Department of Health, Education and Welfare has said that by 1975 almost 70 percent of all students will be enrolled in public institutions—a prediction which, if accurate, will increase the financial burden of the nation's private colleges and universities, whose students (actual and potential) and alumni must also help support public education.

The preference for a private college education to some extent has always meant an extra sacrifice, but the gap between public and private resources is widening with the expansion and increased subsidization of institutions in the public sector of higher education. Such schools can out-bid and out-build small private schools unless the latter receive solid support from their constituents.

Despite an increasingly-difficult fiscal task, however, La Salle (and many private schools) has grown and prospered in its mission to send forth alumni to become leaders in every phase of American life.

La Salle's spectacular growth since World War Two has equaled its high objectives: to educate liberally without sacrificing depth of learning; to assist both those who can

enroll full-time and those who must attend at night; to prepare for graduate studies while thoroughly training those who will end formal education with a bachelor's degree; to stress academic excellence and expand research and community service, and to achieve all goals within the context of Christian humanism.

Much of the College's achievement over the past two decades have been attained without a large endowment, a major factor in the success of many private schools and a growing necessity for La Salle if it is to keep pace with America.

A program to substantially increase the College's endowment will be initiated this fall. To build on La Salle's tradition of personal education for the *individual* student, the program will focus upon strengthening the faculty through:

■ **Distinguished Professorships**—Named after the donor in the area of his interest, each enabling La Salle to attract an outstanding scholar to the faculty. Endowment needed to establish each professorship, \$300,000 to \$400,000;

■ **Visiting Professorships and Lectureships**—An endowment of \$100,000 each is needed to bring to the campus teachers and speakers of national prominence in a variety of fields;

■ **Sabbatical Leaves**—Some \$10,000 to \$15,000 will provide a replacement needed when a faculty member is granted sabbatical leave for research and advanced studies;

■ **Increased Faculty Salaries**—To meet the same challenge to raise faculty salaries and benefits encountered by other colleges and universities, La Salle must provide endowment sufficient to support projected increases in faculty numbers and salaries or, in the next decade, approximately \$3.75 million.

Other endowment needs will include funds for student aid funds and \$8 million for projected physical facilities.

An endowment of \$2.5 million is sought to earn an additional \$100,000 in student aid. Because of its historic commitment to serve students who can benefit and excell, but may not be capable of paying in full the costs of fine education, La Salle continues to hold costs to a minimum. However, tuition, fees and room and board have risen with the cost of living beyond the tuition limits the College sought to maintain. La Salle has responded by giving more than \$1.75 million in aid to deserving students over the past two decades. Today, some 5.7 percent of the total budget (over \$375,000 annually) is devoted to student aid. A significant portion of the aid would be given to attract exceptional students to the Honors Program.

To equal its expanding program and growing enrollment, La Salle has made vast improvements in its physical facilities in the past 15 years. The total book value of its facilities and equipment has mushroomed from \$3.5 million in 1954 to nearly \$20 million today. But added momentum

LA SALLE COLLEGE PROFILE OF GROWTH

	1954	1964	1974
TOTAL ENROLLMENT	2,490	5,900	6,980
Day	1,320	3,000	3,600
Night	1,170	2,900	3,380
TOTAL FACULTY	89	271	364
Day only	22	122	154
Day & Evening	28	53	70
Evening only	39	96	140
STUDENT AID	\$104,310	\$293,292	\$443,000
FACULTY SALARIES	\$468,173	\$1,333,060	\$3,062,100
LIBRARY BUDGET	\$28,587	\$116,912	\$246,000
TOTAL BUDGET	\$1,132,720	\$4,690,900	\$7,327,800
BOOK VALUE OF PLANT	\$3,400,000	\$15,300,000	\$23,600,000
NUMBER OF BUILDINGS	8	17	22
ENDOWMENT INCOME	\$0	\$63,543	\$180,000
INCOME FROM GIFTS AND GRANTS:			
Christian Brothers	\$83,215	\$157,900	\$300,000
Alumni, Foundations and Other Sources	\$28,302	\$201,441	\$400,000
UNDERGRADUATE DEGREES CONFERRED ANNUALLY	430	799	860
ALUMNI	3,100	9,500	16,600

PROJECTION OF BUILDING NEEDS AND MAJOR ALTERATIONS AND IMPROVEMENTS

The building needs and the major alterations and improvements indicated below are not necessarily in priority order.

Type	Completion Date	Cost
Classroom building of approximately one hundred thousand square feet, to include 50 classrooms of various sizes, faculty office space, seminar rooms, lecture halls and storage space. Air-conditioned.	Fall 1967	\$2,500,000
Physical Recreation Building to include swimming pool, bowling alleys, handball courts, indoor track, exercise rooms, and probably a 7,500 capacity field house. Partially air-conditioned.	Fall 1968	\$2,750,000
Dormitory Complex to accommodate an additional 220 students, including four separate lounges, an infirmary building, and a mail service room.	Fall 1966	\$1,300,000
Maintenance Building to include storage areas, workshops, receiving area, large equipment storage, and office space. Partially air-conditioned.	Fall 1967	\$ 200,000
Major alteration to College auditorium into student chapel to accommodate approximately 425. Air-conditioned.	Summer 1965	\$ 60,000
Extension of Library. An additional three to four bays. Air-conditioned.	Fall 1970	\$ 600,000

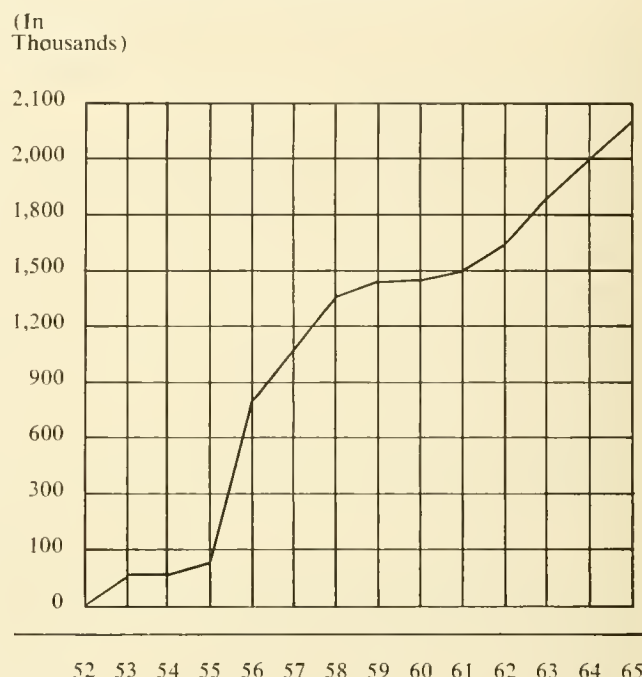
TABLE OF PROJECTED INCREASE IN FACULTY AND FACULTY SALARIES 1965-1975

Rank	Year	Number*	Salary (exclusive of fringe benefits)	
			Minimum	Maximum
PROFESSOR	1964-65	13	\$ 9,300	\$11,800
	1974-75	32	13,200	17,000
ASSOCIATE PROFESSOR	1964-65	25	7,700	9,700
	1974-75	54	10,700	13,400
ASSISTANT PROFESSOR	1964-65	69	6,400	8,000
	1974-75	63	8,800	10,800
INSTRUCTOR	1964-65	28	5,400	7,000
	1974-75	32	7,000	8,900
TOTAL 1964 FACULTY SALARIES:			\$1,557,800	
ESTIMATED TOTAL 1974 FACULTY SALARIES:			\$3,027,100	

*Full-time Day Only

LA SALLE COLLEGE/ENDOWMENT FUNDS

(Chart of endowment growth since 1952)



creates new needs, which today include a classroom building, additional dormitories, a physical recreation building, a maintenance building, and a library extension.

After completion this year of a renovation of college hall auditorium into a strikingly beautiful student chapel and three new resident halls scheduled for occupancy this fall, the drawing boards hold plans for the classroom building in 1967, the physical recreation building to accommodate a growing number of dorm students in 1968, and the library extension in 1970.

La Salle's needs and the challenges that lie ahead are nothing less than overwhelming—but so also were the great obstacles the College faced in its embryonic days on North Second Street, at low ebbs during the Great Depression and the World Wars, and the deluge of returning veterans that engulfed La Salle in 1946.

But today the College thrives as never before in its history, innovating in many types of public service, excelling in many fields of scholarly endeavor. The Christian Brothers and a growing number of skilled and dedicated lay professors have ensured today's public and "private" accomplishments.

Many of La Salle's most significant achievements are not always subjects for press releases. This is especially true of the remarkable faculty-student *esprit* on the campus over the past five years, not the least benefit of which has been an exhaustive Self-Study that culminated in a document

praised for its objectivity and detail by the recent Middle States Evaluation Committee. A new Faculty Senate that begins deliberation this fall, student representation on many College committees, higher entrance requirements, and vastly improved faculty and staff salaries and benefits are equally significant developments of this decade which will shape the future of La Salle even more greatly than increased plant facilities and mushrooming enrollments (today over 6,000 compared to 1,300 in 1946).

La Salle recognizes that its remarkable physical growth would be meaningless if not matched by similar academic development. Many effects of the recent long-range studies are already evident, among them curriculum revisions and a continuing effort to improve faculty and staff salaries and benefits. Without a distinguished and dedicated faculty, a college would be little more than a collection of books and buildings; with them, it is indeed, as Robert Maynard Hutchins once said, "a place to learn how to think."

With your loyalty and assistance, La Salle will continue toward its objective to "develop every human value, every art and science, and, without endangering their integrity, relate them to the implications of the Christian gospel."

For a National Perspective, See Pages 9-25

MUSIC THEATRE: The play's the thing



Music Theatre '66ers (from left) David Hallond; Robert Balsaver; Patricia Mecoli, Jo Ann Forte, Charles Murphy and Richard Cavanaugh.

"**A**NYTHING IN show business that lasts five years is entitled to a champagne party."

Thus, Ernest Schier, the eminent theatre critic for the Evening and Sunday *Bulletin*, evaluated the fifth anniversary season of La Salle's summer Music Theatre '66 in a glowing tribute to the unique venture and its managing director Dan Rodden.

And to make the fifth season's chances even more unlikely, add the absence of Rodden, who was stricken seriously ill this spring and was unable to contribute his customary excellence to the pre-opening drudgery.

But Music Theatre was in the enviable position of having a competent Rodden-trained staff to haul-up the curtain July 8, when the initial 1966 production—Frank Loesser's "The Most Happy Fella"—opened the anniversary season.

Rodden's stage artistry has been evidenced at La Salle for over a decade, but never were his executive talents so obvious as this year, when the staff he assembled over the years stepped forward to steady the helm for another summer season. The opening was never in question.

Although Rodden's steady recovery will likely see his return to the Theatre before the season ends with "Lady in the Dark" August 12 through September 4, his lieutenants of past years—Sidney Mac Leod, Dennis Cunningham, Jean Williams, Gerard Leahy and Frank Diehl—have assumed a Merrick-sized share of the burden.

Mac Leod, who last year took charge of the undergraduate thespians, The Masque, and has been technical director of Music Theatre since its inception in 1962, has served as Acting Managing Director. Cunningham, a 1959 alumnus whose performances have become a La Salle trademark in a decade of Masque and Music Theatre starring roles, is director of both shows.

Mrs. Williams, Leahy and Diehl—with an added assist from Therese Handfield, a member of the College's English department who has helped in coaching the performers—have this year contributed beyond their normal behind-the-scenes roles to assist Mac Leod and Cunningham.

"I know it's ridiculous to think of Music Theatre operating without Dan's active presence," Mac Leod remarks,

"any more than the Tyrone Guthrie Theatre could operate without Guthrie—but Dan is here in a very real sense. We have the impetus of the past four years to keep us going."

Mac Leod strikes close to the heart of the Theatre as it now exists; it is no qualification of the 1966 staff's immense talents to admit there's no business like show business where nothing succeeds likes success. Which is also not to say that strangers to Music Theatre could have made it work. However, the combination of Rodden's four seasons of superb organization, plus the pleasant snow-balling effect of having four seasons of satisfied customers, made the task something less than miraculous.

For that matter, the Theatre was born with satisfied patrons. For ten years, Rodden had phenomenal success in attracting a large alumni audience and the general public to a score of Masque musicals. No study of the origin of Music Theatre's patrons has yet been made, but it was obvious that many of the first year's customers were Masque devotees—as they are today. But the Theatre's esteem has spread throughout the metropolitan area—both via uniformly excel-

lent critical acclaim and "word-of-mouth" praise—and its four-season audience now numbers over 70,000.

If imitation is the sincerest flattery, then perhaps Music Theatre's highest tribute came this year when another local college opened a Shakespearean summer theatre.

It is difficult, if not impossible, to say precisely why Music Theatre has not only survived, it has modestly profited despite a built-in numerical limitation in a 382-seat theatre. The most vital facet, of course, is—again quoting Mr. Schier—its reputation for "crisp professionalism that may well be envied by the larger, better known summer theatres."

Much of what is now called summer theatre is often merely a personal appearance by a TV or screen star, with the integrity of the show frequently sacrificed on the altar of stardom. In Music Theatre, however, the *play's* the thing.

Other factors not to be taken lightly are the charm and airy pleasantness of the theatre and its inviting adjoining patio with umbrella-covered tables. It is simply a nice way to spend a summer evening. Add to this the Theatre's convenient location to public transportation and ample parking facilities and you have a rather unsinkable combination.

The variety of types of shows has, no doubt, also contributed to the Theatre's warm reception. The productions have ranged from an *avante garde* musical, "The Fantasticks," to the lightly operatic, "Music in the Air," to Rodgers and Hammerstein's "South Pacific."

Rodden's illness has not dimmed his plans for the future of Music Theatre. They include producing original musicals and dramas in years ahead. The show has and will go on!

Demonstrators Scored

A BRITISH SCHOLAR has chided U.S. press, radio and TV for giving "a good deal of publicity" to student demonstrations and cautioned "there is the danger people may think that this is what all our students are doing during their precious years at college."

Brother Clair Battersby, F.S.C., author and professor of St. Joseph's College, London, gave his remarks to some 830 graduates at the College's 103rd commencement exercise attended by nearly 10,000 parents and friends in Convention Hall in June. He is now a visiting professor at Manhattan College, New York, and is writing a U.S. history of the Brothers of the Christian Schools.

Four honorary degrees were conferred by Brother Daniel Bernian, F.S.C., president. Robert W. Sarnoff, president of the Radio Corporation of America; Roger Firestone, Firestone Plastics and Synthetic



Commencement principals (from left) Brather Daniel; Sarnoff; Firestone; Father Flaherty, and Father Evans.

Fibers Companies, and the Rev. Henry A. Evans, pastor of Our Lady of Perpetual Help Parish, Morton, Pa., received honorary Doctor of Laws degrees. The Rev. Joseph A. Flaherty, O.S.A., president of Villanova University, received a Doctor of Pedagogy degree.

Ex-Gov. David L. Lawrence, now a special assistant to President Johnson, was the presiding officer at the exercise, which also included swearing-in ceremonies for 16 ROTC graduates, who received Army commissions.

"We have been shown students staging protest marches, picketing buildings, and even rioting," Brother Battersby said. "These scenes do not make pleasant viewing, and there is the danger that people may think that this is what all our students are doing during their precious years at college."

"In reality," the historian and economist continued, "these demonstrations are usually the work of small minority groups, composed occasionally of youths who do not even belong to the college, or to any college at all."

"I sometimes wish that the television cameras, instead of focusing on these ugly scenes, would show the lecture rooms where students are concentrating on their work, listening to the professor, or taking copious notes," he added.

"But all this unfortunately does not make what is called publicity," he continued. "Yet it is this hard work that lies behind the degrees which are being awarded today."

Father Flaherty also spoke of protests and demonstrations in his sermon to the graduates and some 5,000 parents and friends at the Baccalaureate Mass in McCarthy Stadium that morning.

"What passes for activism among students in our generation," Father Flaherty asserted, "may often be merely a sign of disaffection, or an outlet for aggression. History and literature are filled with examples of melancholy adolescence expressing revolt and disenchantment."

"It is fruitless to try to suppress these forces," he added, "when we can more profitably convert them into constructive energies. If all the energies that go into freedom marches, protest marches, sit-ins, lie-ins, preach-ins and teach-ins—if all these energies and not just some of them were, as undoubtedly some of them are, the offshoots of Christian charity, would not the face of our society be changed?"

"I do not speak in derision of these activities," Father Flaherty concluded, "but in regret that so much is done that could be better done if it were motivated by love rather than by hate, and by divine love rather than human love."

'Mindless Egoism' Decried

A LEADING Catholic social scientist has cautioned against "the mindless egoism of great organization, beginning no doubt with the Church itself."

Dr. Daniel P. Moynihan, former Undersecretary of Labor, gave his re-

marks to a La Salle Founder's Day honors convocation this spring on the campus.

Dr. Moynihan gave the convocation address and received an honorary Doctor of Laws degree at the annual event, which marks the feast day of St. John Baptiste de La Salle, founder of the Brothers of the Christian Schools. Also honored was Rev. Dr. Horton Davies, professor of religion at Princeton University. Brother Daniel Bernian, F.S.C., president of La Salle, conferred the degrees.

The observance is also the traditional occasion for presentation of faculty awards for "distinguished teaching" and student prizes for academic excellence. Some 35 student awards were given at the convocation and four faculty members were honored at the Founder's Day dinner.

Recipients of 1966 Lindback Awards for "distinguished teaching" were Daniel

J. Rodden, associate professor of English and managing director of La Salle's summer Music Theatre; Leo Rudnytsky, assistant professor of German, and Brother David Hilary, F.S.C., associate professor of classics.

A special Evening Division faculty award was presented to Dr. Joseph F. Flubacher, professor of economics and a member of La Salle's staff since 1938. He previously was honored by the day school and is the first to have both day and evening teaching awards.

Dr. Moynihan, who this July became director of the Joint Center for Urban Studies of Harvard University and MIT, chided large organizations for lack of concern for great issues of the day.

"We live in an age," he said, "without sanctuary; neither campus nor cathedral can shut out the world, nor the violence and agony of the life we make for one another in it."

"The great offense of the twentieth cen-

tury," Dr. Moynihan contended, "has been against privacy. Total war, the total state, the totalitarian language of so much of our politics demand total attention both from those who submit to them, and those who would resist."

"The Church teaches us that despair is the greatest, most deadly of temptations," he added. "I will presume to suggest that something akin to despair flutters on the edges of American Catholic separatism, of our disinclination to become too much involved in the affairs of the great world, of our refusal to see that one thing has to do with another, of our tendency to seek to be left alone."

"An all but incomprehensible mixture of anxiety and arrogance, of piety and pompousness, of knowing too much and too little, seems to have been resolved by a quiet decision to keep our noses clean by staying out of the serious controversies of our time and involving ourselves principally in public issues of such surpassing irrelevance as dirty movies," he continued.

"An irony of this attitude," he said, "is that because silence is so easily taken for assent, the American Catholic Church is often assumed to associate itself with the views of those in authority, when in fact it is merely not presuming to have views of its own."

La Salle Frosh to USSR

A LA SALLE freshman was among over 100 participants from U.S. colleges and universities to visit the Soviet Union under a government sponsored program this summer.

Kenneth P. Bivins, a Russian language student at La Salle, took part in the program, which is financed under the National Defense Education Act and conducted by the Slavic Workshop of the University of Indiana. All expenses, which total \$1550, are paid by the National Defense Education Act.

He is the first La Salle undergraduate ever to visit the USSR under academic auspices. The 1966 participants represent more than 100 colleges and universities from 38 states and six foreign countries.

Bivins joined 90 graduate and undergraduate students for an intensive one-month orientation program at the Indiana campus in Bloomington June 20 through July 23, when the group departed for a five-week visit to Moscow.

A 1965 graduate of West Philadelphia Catholic High School, Bivins says he is "really enthusiastic; it's a great opportunity to learn Russian. It's my ambition to learn as many languages as possible." He plans a career as an interpreter.

The daily program in Moscow included a Russian language class, group sight-seeing tours and, as expressed by the



Degree recipients Dr. Moynihan (left) and Dr. Davies chat informally with Brother Daniel at Founder's Day convocation.



Kenneth Bivins

Workshop. "As much free time as possible in which the tour member will be expected to practice his Russian through contacts with native Russians in stores, parks, on the street and elsewhere."

A total of 10 graduate or undergraduate credits are given by the Workshop, which according to the University is the largest summer program of its kind in the West. It consists of intensive study courses in five levels of Russian, Polish and Serbo-Croatian, literature and linguistics of the language, followed by a study tour behind the Iron Curtain.

Of the 1966 participants, 30 were secondary school teachers of Slavic languages, with the remaining 90 approximately divided between graduate and undergraduate students.

The purpose of the Workshop is described as to "Provide the best practicable situation for an American to work toward mastery of a given Slavic language." The University estimates the academic value to be "equal to one whole year of a college language course."

Summer Workshops, 1966

FOUR SPECIAL day school workshops and three new evening courses highlighted La Salle's 1966 summer sessions. Two sessions were scheduled by the day and evening summer sessions directors, Brother F. Lewis, F.S.C., and Brother F. Emery, F.S.C., respectively.

The evening program, which this year offered a full range of liberal arts, business and science subjects, added three new courses — Educational Psychology,

Social Deviancy and Social Organization, and General Educational Psychology. A total of 31 courses were offered during each session.

Among the special programs offered by the day school were three workshops for nuns and teaching brothers, a chemistry teacher's workshop and a seminar for clothing manufacturers.

A Counseling Workshop for Sister Superiors, designed to "provide training for directing the young nun in contemporary America," was held June 12-24. A second counseling workshop for teaching brothers, which aimed to assist in vocations recruiting, was scheduled for June 28-July 13. Art Techniques for Teaching Sisters was the subject of a workshop for the Sisters, June 27-July 22. It stressed art techniques for the classroom. The conclave for secondary school chemistry teachers, held June 20-July 22, dealt with states of matter, kinetics, equilibrium and quantum mechanics, among other subjects. Some 40 boys' and men's clothing manufacturing executives attended a Sales-Improvement Program July 11-16. The latter included both academic and professional subjects.

Shafer Lauds La Salle

LT. GOV. RAYMOND P. SHAFER told a La Salle audience this spring that private colleges and universities must "jealously protect" their individuality despite growing needs for public aid.

Shafer was the principal speaker at the College's 12th annual Open House, which was attended by some 2500 visitors.

"Whether we are Christians, Jews or members of the other great religions of the world," the Republican gubernatorial candidate said, "we are all concerned with growing godlessness today.

"That is just one of the reasons why La Salle College is so important to our community," he added. "Besides producing well-educated, productive and responsible men, it produces whole men firmly strengthened in their belief in God and the values of their own religion.

"Because they are here, the enemies of God will have a harder war to wage," Shafer asserted. "That is why we must jealously protect what you do here. This college is part of a great Pennsylvania tradition—the private sectarian institution of high learning.

"No other state in this nation," he continued, "has the glorious opportunity we have in Pennsylvania to combine private and public higher education into the finest system anywhere. But to do this both public and private schools need help to meet rising costs. And this is where we must all be cautious."

"Students are attracted to the lower

cost public schools or the college takes so much public aid as to lose its private character," he warned.

Shafer called for inter-school cooperative programs, citing a mid-west program shared by 12 colleges in six states, and growing student loan state scholarship programs.

Graduate Religion Programs

LA SALLE'S GRADUATE program of religious education offered a series of three special programs, many open to non-registrants and the general public, during its sessions this summer.

The graduate program, which opened June 20 under the direction of the Rev. Mark Heath, O.P., director, offered a series of evening lectures on teachings of the Vatican Council, Seminars on Renewal of the Religious Life, and a Workshop on Inter-Group and Inter-racial Relations.

The graduate program consisted of daily lectures, seminars and Solemn Mass Monday through Friday during the summer sessions. In addition to guest lecturers, the program's faculty included Dr. Peter La Manna, who conducted a workshop on "Skills in teaching music and preparing music for the Mass."

Courses offered were Salvation History; Teaching by the Four Signs; Religious Psychology; Structure of Modern Catechists; The Church and the Modern World; Theological Foundations of the Sacred Liturgy and Basic Thomistic Theological Principles.

The Vatican Council lectures consisted

Continued on Page 25



Anthony A. (Tany) Abbatt, '63, a La Salle basketball star for three years and coach at St. James High School (Chester) for two years, has been named freshman coach of the court Explorers.

*No memory of Alma Mater
older than a year or so
is likely to bear much resemblance
to today's college or university.
Which, in our fast-moving society,
is precisely as it should be,
if higher education is . . .*

To Keep Pace with America

W

HAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good OLD Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What *is* happening at America's colleges and universities to cause such comments?

Today's colleges and universities:

IT BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to “normal”; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: “One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval.”

Psychiatrist Erik Erikson has put it thus: “Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and

when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself.”

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being “on the move,” of “running around,” and of “go, go, go.” In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, “Most American political and social issues today arise out of a concern over the pace and quality of change.” In our morality, many are becoming more “cool,” or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.



busy faculties, serious students, and hard courses

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

AT THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen

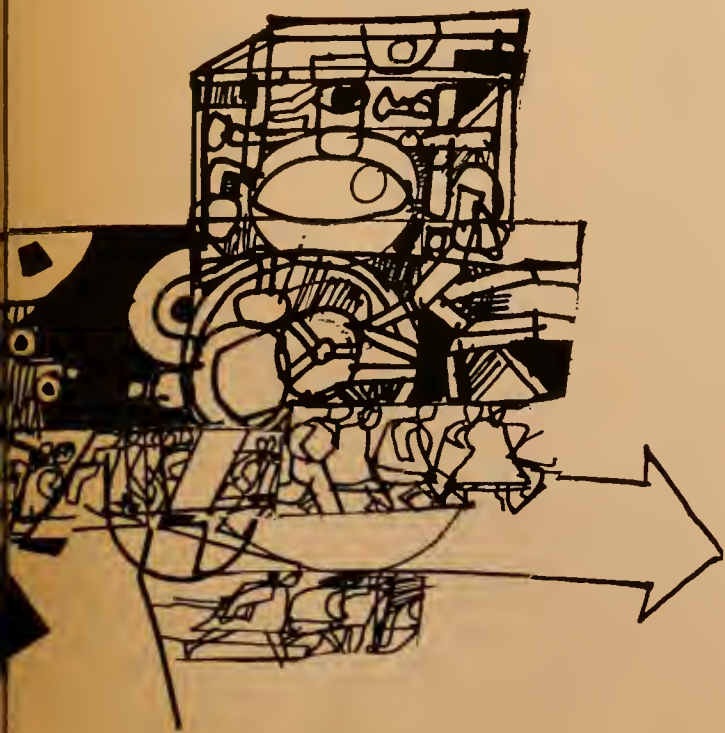
or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

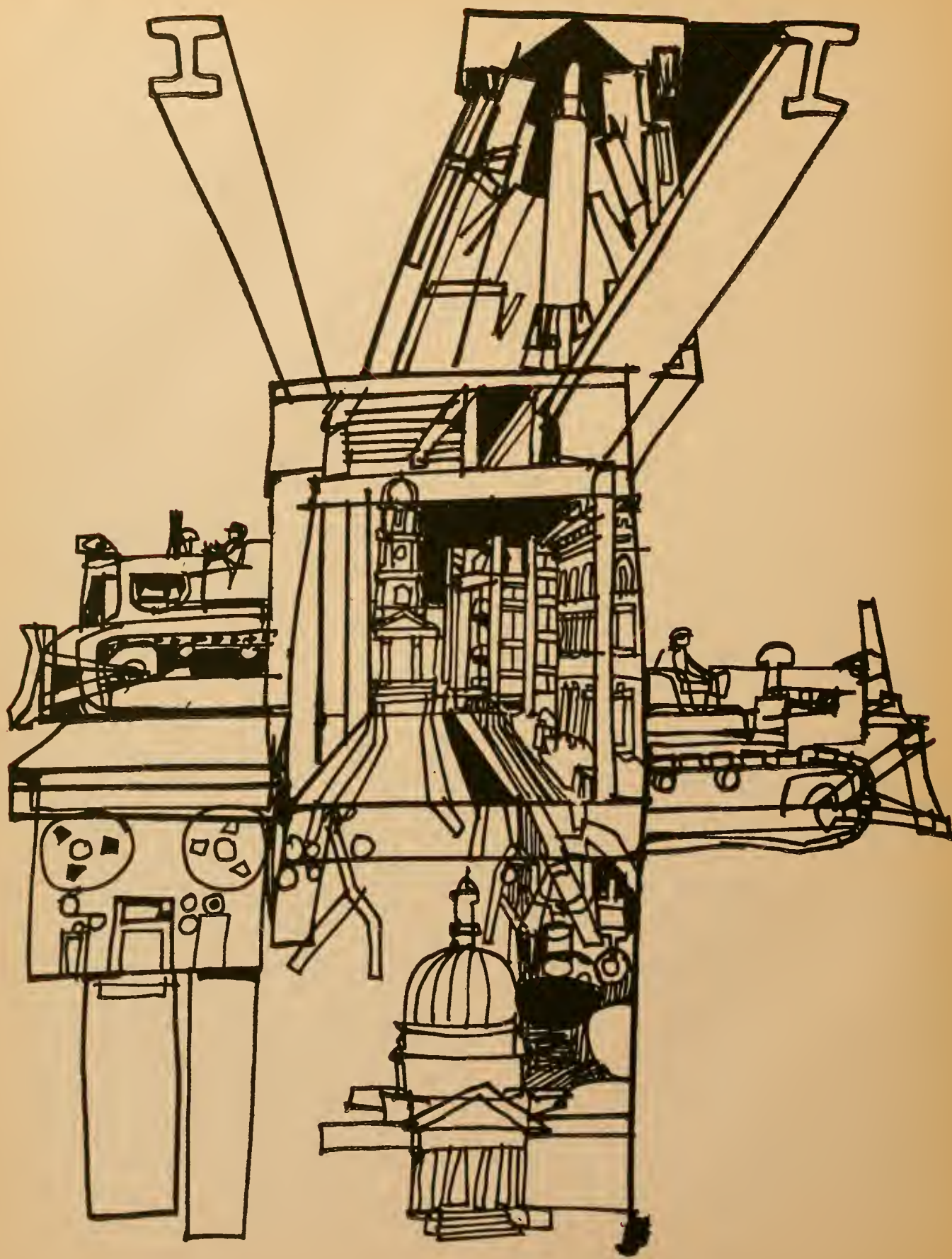
As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber





of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

THE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about \$16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed addi-

New responsibilities are transforming once-quiet campuses

tions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965-66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18-21 age group.* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

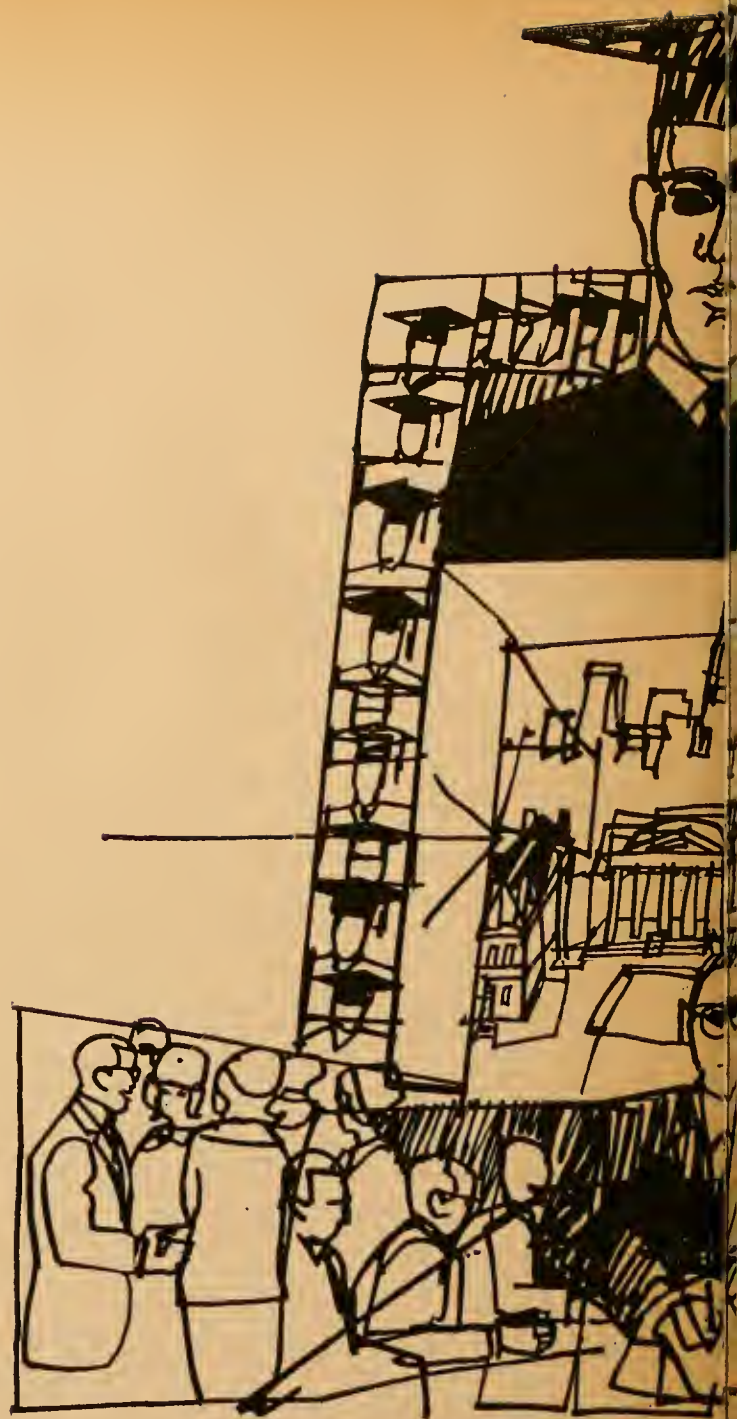
*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18-21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.

Higher education's patterns are changing; so are its leaders

While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one



can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be



by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

THE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come

Many professors are research-minded specialists

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college “development officer,” has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, “In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not.” In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm’s staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president’s suite of offices expand have decried the “growing bureaucracy.” What was once “old President Doe” is now “The Administration,” assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America’s colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency

than with producing intelligent, sensible human beings. However, no one has yet suggested how “prexy” can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: “The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern.”

Another president, at a small college in New England, said: “The faculty and students claim they don’t see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly.”

THE ROLE AND PACE of the professors have changed almost as much as the administrators’, if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from \$5,311 in 1950 to \$9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban



problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to

95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent \$295 million in the colleges and universities for research and development. By 1965 that figure had grown to \$1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

BUT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at

The push to do research: Does it affect teaching?

the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

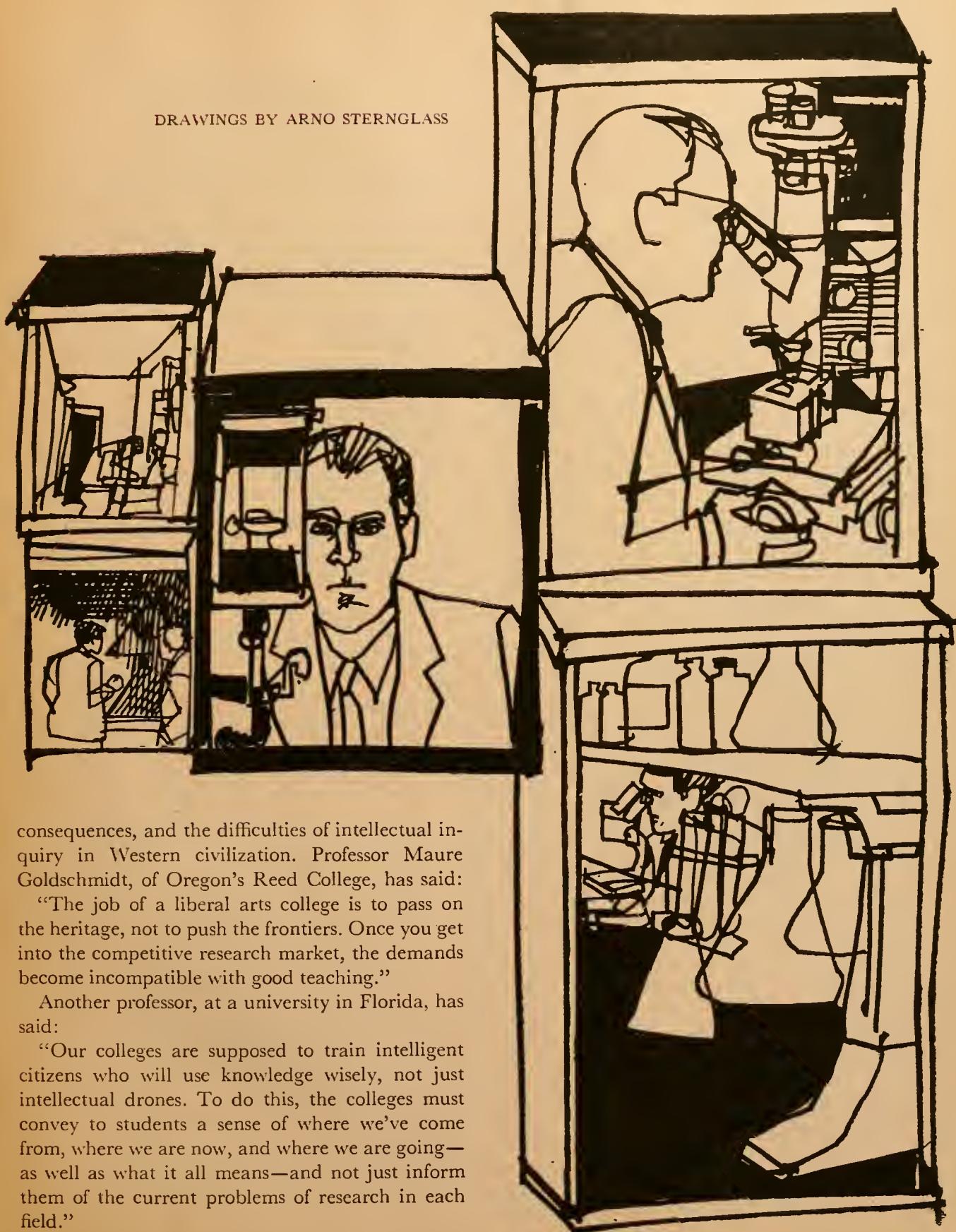
Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the

DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."

Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."


Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-cum-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

THE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are





The students react to "the system" with fierce independence

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to

go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,



The alumni lament: We don't recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

IF THE FACULTIES AND THE STUDENTS are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment

rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,

some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity

of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "*How and what kind of change?*" and not, "*Why change?*"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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*

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Around Campus —continued

of the following speakers: Rev. Gerard C. Austin, O.P., of the Institute Catholique in Paris; Rt. Rev. Msgr. Timothy J. Gannon, chairman of the psychology department, Loras College (Iowa); Sister Mary David, S.N.D., provincialate, Reading, O.; Sister Rose Maureen, M.M., Maryknoll Sisters' Juniorate; Sister M. Yolande, O.S.F., chairman, social sciences department, College of St. Therese (Minn.); Sister Mary Audrey, S.N.J.M., associate professor of sociology and anthropology, Marylhurst College (Oregon), and Rev. Thomas E. Clarke, S.J., of Woodstock College.

Highlights of the Religious Life seminars were lectures by Sister Mary David, S.S.N.D., of the Cincinnati Province of the Sisters of Notre Dame, and her brother, Brother David Peter, F.S.C., director of the Brothers' Anselm Hall Scholasticate in Elkins Park.

The Workshop was conducted by five religious Sisters under the auspices of the National Conference for Inter-racial Justice. Speakers were Sister Rose Maureen, Sister Mary Audrey, Sister M. Yolande, and Sister Mary Magnan, S.L., chairman of the history department at Webster College (Mo.) and Sister Mary Eric, S.S.N.D., of the College of Notre Dame (Mo.).

'Assassination' Scheme Revealed

A SECRET program of political assassination of Vietnamese Communists was revealed this spring in an author's address at the College.

Robin Moore, author of "The Green Berets," best-seller account of U.S. special forces units in Vietnam, made the disclosure during a talk to some 350 students and faculty in the College Union. His talk was sponsored by La Salle's college union committees.

Moore, only civilian to have attended the Army's special forces school—in preparation for later service as a correspondent in Vietnam—asserted that the Central Intelligence Agency directs the efforts of the "assassination units" comprised of Army, Navy and Marine guerilla warfare personnel. Top Communist leaders and agitators are their prime targets, he said, but assassination "is one of many jobs for these unconventional fighting men."

He added that similar Nationalist Chinese units are trained on Formosa for super-secret assignments on the Red Chinese mainland.

"We are winning the war," Moore contended. "It is merely a question of being patient and not criticizing our war effort. We are building a central government in

Vietnam, which makes me very optimistic about the outcome."

"We must continue to follow-up military gains with political and economic programs," he continued. "District-by-district we are succeeding in the pacification program. Successful elections can be held only in those areas where terrorism has been eliminated."

Moore asserted that the enemy is comprised mainly of North Vietnamese units, because "most of the Viet Cong have been eliminated. What we're fighting now are hard-core elements of the North Vietnamese army."

He added that "the Communists actually believe that if they beat our forces in one huge battle, that we, like the French, will pull out of Vietnam."

Counseling Need Cited

A COUNSELING educator this spring urged substantial increases in counseling and guidance for Catholic school pupils.

Dr. Robert E. Doyle, chairman of the department of counselor education of St. John's University (N.Y.), gave his remarks in the keynote address to some 200 Catholic school counselors attending a workshop at La Salle.

Dr. Doyle cited studies that show Catholic schools trailing in full and part-time guidance personnel. He noted that a University of Notre Dame study indicated only 56% of U.S. Catholic schools (1156 to 2075) have one or more persons assigned to guidance work.

To be effective, he added, counselors should be available on a ratio of one to every 200 students. Studies of Catholic schools, he asserted, indicate a ratio varying from one to 600 to one to 1200 students.

"With slightly more than 900,000 students in Catholic secondary schools," Dr. Doyle said, "it is apparent that 3,000 full-time counselors are needed. This is approximately 2,250 more than are employed in this role at present."



Brother Daniel Bernian, F.S.C., president, received the 1966 Youth Leadership Award from the Chapel of Four Chaplains, given by Dr. Walter White.

Apparel Exec's Seminar

LA SALLE was host to a one-week Sales Improvement Seminar sponsored by the National Association of Men's and Boy's Apparel Corp., July 10-16 on the campus.

The unique college-sponsored program, believed to be the first of its kind in the industry, consisted of academic lectures in addition to sales oriented sessions.

Conducted by Dr. Bernard B. Goldner, chairman of the College's industry department, the seminar was attended by some 40 boy's and men's apparel executives from the Greater Philadelphia area.

Principal lecturers, in addition to La Salle's faculty, included William Keegan, vice-president, Phillips-Van Heusen Co.; Leonard Benowitz, senior-vice-president, Jaymar-Ruby Co.; Jesse Sidenwurm, vice-president, Marshall Ray Co.; Gus Van Sant, vice-president, McGregor-Doniger Co., and Arthur Silvers, vice-president H. Daroff and Sons.

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ALUM-NEWS



F. X. Donohoe New Alumni President

Francis X. Donohoe, '55, has been elected president of La Salle's alumni association for 1966-67, it was announced by James J. McDonald, alumni director.

Donohoe succeeds Daniel E. McGonigle, '57, who held the office for the past two years.

Other officers elected were vice president Dr. Harry J. White, '54,

a chemist for Rohm and Haas Co., and treasurer Nicholas P. Dienna, '56, a Central Penn Bank branch manager.

Donohoe was vice president of the association for two years. He teaches at Frankford High School and in the college's evening division. He and his wife, Mary Louise, have three daughters and two sons.

Members of the classes of 1916, 1936, 1941 and 1946 attended anniversary reunions on the campus May 14:

'16

Celebrating their 50th anniversary reunion were: HARRY J. ACKENHAUSEN, LOUIS M. BACKE, JR., SAMUEL J. ELSEY, and RAYMOND A. O'DONNELL.

'36

Twelve men returned to campus to celebrate their 30th anniversary as graduates. WALTER A. ZELL was class chairman.

'41

Fifteen Class of '41 men and their wives celebrated their silver anniversary on May 14. ROBERT J. COURTNEY, PH.D., was chairman. JOSEPH M. WALSH and his wife journeyed the greatest distance—from Grand Rapids, Mich.

'42

EDWARD A. BARBIERI, M.D., is an instructor and associate in surgery at the University of Pennsylvania.

'44

JAMES E. BRUCE, M.D., is director of the department of anesthesiology at St. Luke's Hospital in Pittsfield, Mass., and is clinical instructor in anesthesiology at the Albany Medical Center of Union University, Albany, New York.

'46

Eight members of the Class returned for reunion day to celebrate their 20th anniversary. JOSEPH T. MACK was class chairman.

'49

JOHN J. REDMOND was named manager of key accounts by the RCA Victor Division of Raymond Rosen & Co., Philadelphia wholesale appliance distributor.



JAMES P. TUPPENY

'50

WILLIAM J. SHEA has joined Leon E. Todd, Inc., Realtors, in Cherry Hill, N.J., as an associate appraiser. JAMES P. TUPPENY, assistant track coach at Villanova University and member of our Alumni Hall of Athletes, was named head track coach at the University of Pennsylvania. JOHN B. WINKLER has been promoted to senior technical sales representative for the Synthetic Rubber Division of Enjay Chemical Co., in western New York, Pennsylvania and northeastern Ohio.

JAMES W. FINEGAN



'51

JAMES W. FINEGAN has been named a vice-president of the Philadelphia advertising firm Gray and Rogers, Inc. LEONARD J. GRAZIANI is assistant professor of neurology and pediatrics at Albert Einstein College of Medicine in the Bronx, N.Y. LEONARD C. KONOPKA has been appointed an assistant data processing officer at Girard Trust Bank.

'52

CARMEN CARANO, principal of the Sidney Smedley elementary school in Morton, Pa., was given a one year sabbatical leave to complete requirements for his doctor of education degree at the University of Pennsylvania. EUGENE V. DONOHUE, M.D., has been certified a diplomate by the American Board of Obstetricians and Gynecologists. ROBERT FISHER is beginning a new career. After ten years as an engineer, he entered Jefferson Medical College four years ago and was awarded his M.D. on June 1. JOHN H. GARDNER has been appointed Harleysville Insurance Company's life field representative in the Haddonfield branch office for the state of New Jersey. FRANK J. MURDOCK, assistant treasurer of the Continental Bank and Trust Co., has been appointed manager of the Bank's new Strafford, Pa., office. JOSEPH H. WOOD, M.D., is head of the surgical and pathology branch of the U.S. Naval Hospital, San Diego, Cal.

'53

ROBERT J. CROSBY has been named east coast sales manager for the Aerospace Components Division of Atlas Chemical Industries, Inc. WILLIAM C. KOHLER has been appointed elementary schools coordinator for the Norristown Area School District. A 1961 master's degree recipient at Temple University, he formerly served as a principal and elementary curriculum coordinator for the Lansdale School District. JOSEPH A. LAPPIN has opened his own real estate office in Cherry Hill, N.J.

'54

Major WILLIAM F. BURNS completed a nine-month course at the Army command and general staff college at Fort Leavenworth, Kans., and has been assigned to duty in Vietnam. LOUIS J. LEHANE has been appointed manager of manpower development for Continental Can Company's metal operations. JOSEPH T. WAUGH was named safety

and plant security manager at the Yale Materials Handling Division of Eaton Yale & Towne, Inc.

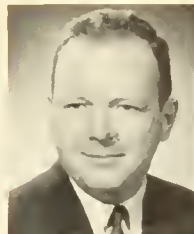
'55

LEO F. BRENNAN was promoted to assistant treasurer of the Bank of Delaware in Wilmington, Del. JOHN M. CONNOLLY, JR., M.D., is a lieutenant commander in the Navy serving with the Marines at their hospital in Chu Lai, South Vietnam. WALTER T. PETERS has been named district manager of Garden State Business Systems, Inc. for the southern New Jersey area. THOMAS P. HUGHES is manager of advanced Aerospace engineering with General Electric Co. in Syracuse, N.Y.

'56

The tenth anniversary reunion on May 7 was a great success. JOHN J. LOMBARD was chairman, ably assisted by FRANK BLATCHER, NICHOLAS P. DIENNA and ROBERT M.

THOMAS O. MAHONEY



ROGERS, M.D. JAMES A. GROSS, Ph.D., was promoted from assistant professor to associate professor at Holy Cross College in Worcester, Mass. Dr. Gross also received an award for outstanding contributions to labor-management relations at the 23rd anniversary banquet of the Institute of Industrial Relations of Holy Cross College. WILLIAM R. JOHNSON was promoted to regional sales manager for Smith, Kline and French Laboratories and transferred to the Birmingham,

Ala., region. DAVID A. MADDEN is corporate director of industrial relations at the Cornelius Co., beverage equipment manufacturers, in Minneapolis, Minn. THOMAS O. MAHONEY has been named new-business manager of the Baltimore, Md., division of C. I. T. Corp.

'57

GEORGE M. PREGG is running for a second term as South Ward Councilman in Trenton, N.J. ROBERT J. RUMER is regional packaging representative with Reynolds Metals Co. in New York City. JOSEPH T. SANQUILLI is studying in India this summer under an N.D.E.A. grant. JOHN J. SCHILLER received his Ph.D. in Math from the University of Pennsylvania. *Birth:* To PATRICK J. BANNIGAN and wife Patricia, their second daughter, Ellen.

'58

LAWRENCE J. BORGER was promoted to brand manager of the dishwasher detergent



Class of '16 anniversary reunion attendees included (from left) Samuel J. Elser; Raymond A. O'Donnell; Brather Edward John, F.S.C.; Harry J. Ackenhausen, and Louis M. Backe, Jr.



Class of '36 reunioneers are (from left), standing, William Filemyr; Joseph D. Marshall; Frank A. Ardito; Philip A. Neissen; Bohdan Kociubinsky; R. Emmett Comey and, seated, Dr. James E. Kunik; Frank M. Gregorski; Walter A. Zell; Thomas J. Mimifri, and Thomas P. Collan, Jr.

"Cascade" at Proctor and Gamble advertising department in Cincinnati. Rev. JOSEPH W. CALLAHAN was ordained a priest for the archdiocese of Philadelphia on May 21. THOMAS E. CORKERY is a sales representative for the Kendall Co., covering the state of Connecticut and lower N.Y. state. JOSEPH R. ELDRED received his M.B.A. from Drexel Institute of Technology in June. He is a loan service supervisor with Federal National Mortgage Association. RICHARD T. KIRCH-OFFER has received an appointment as assistant professor of English in Atlantic County, N.J., Community College. BERNARD A. McANENY is serving on the registration and the publicity and promotion committees of the Production and Inventory Control Conference at the Sheraton Hotel in Philadelphia this September. Major WILLIAM J. NELSON is deputy comptroller and finance and accounting officer at Fort McPherson, Ga. He is also president of the Atlanta chapter of the Army Finance Association. JAMES E. O'HARA received his M.B.A. degree from American University in June. *Births:* To THOMAS E. CORKERY and wife Elinor, their third son, Sean David.

'59

GILBERT J. GUIM has been appointed comptroller at E. A. Wright Co. in Philadelphia. JOSEPH E. MORRIS has been promoted to assistant treasurer of the Reading (Pa.) Trust Co. JOHN C. NOONAN has been appointed field advertising coordinator for P. Ballantine & Sons. He will assume responsibility for the company's advertising programs in Washington, Baltimore and Miami. Captain MICHAEL J. PROCTOR is an instructor in the Atomic Weapons Training Group at Sandia Base, N. Mex. JOSEPH P. ROACH has been promoted to manager of the Division budgets and costs for Sperry Rand Univac's Data Processing Division in Blue Bell, Pa. *Births:* To GILBERT J. GUIM and wife Maureen, their first, Geoffrey Gilbert; To JOHN J. MARNELL and his wife Joan, a daughter

'60

EDWARD J. KREUSER has been promoted to Class 6 in the U.S. Foreign Service. He is presently serving at the Department of State in Washington as a political affairs officer. Rev. JOSEPH J. McLAUGHLIN has been assigned as assistant pastor at St. Hilary of Poitiers parish in Rydal, Pa. DONALD L. SPRAGUE, Esq. was elected secretary of Giles & Ransome, Inc. He will continue as administrative director and legal counselor of

the company and its subsidiaries. THOMAS R. SWARTZ, assistant professor of economics at the University of Notre Dame, received his Ph.D. degree from Indiana University. *Marriages:* ROBERT R. DAVIS to Cora Elizabeth Bowie; ROBERT T. WRIGHT to Catherine M. Didiyoung.

DONALD L. SPRAGUE



'61

JAMES T. SEDLOCK received a Ph.D. in Mathematics from Lehigh University and is teaching at the University of Connecticut. PETER DEFILIPPIS received his M.A. in French from Brown University in June. ANTHONY C. DELGADO was promoted from Rochester, N.Y., territory manager for the Dixie Cup Products Division of American Can Co. to territory manager of a five-state area with headquarters in Omaha, Neb. PETER J. GIBBONS has been named manager in the audit division of Price-Waterhouse and Co. AMERIGO LOUIS LONZI, teacher and freshman football coach at St. Pius X High School in Pottstown, Pa., attended a three-week seminar on the Preservation of the Principles of Freedom offered by St. Francis College of Loretto, Pa., in cooperation with Freedoms Foundation at Valley Forge. JOSEPH T. SERMARINI was promoted to senior associate mathematician at IBM's Systems Development Division in Endicott, N.Y. JOHN J. SHORTALL has been promoted to manager of field engineering accounting at UNIVAC's Data Processing Division in Blue Bell, Pa. DAVID W. WILSON has been named manager in management services at Price-Waterhouse and Co. *Birth:* To ANDREW J. McLEES and wife Patricia, their first child, Andrew Martin.

'62

JOSEPH A. GUINAN was promoted from Phila. district sales manager for the National Biscuit Co. to assistant to the director of personnel development and sales training at the company's general office in New York City. Lt. JEROME J. MASTAL was graduated



RAYMOND J. PENTZELL



ANTHONY C. MURDOCCA

from the Air University's Squadron Officer School at Maxwell AFB, Ala., and reassigned to Malmstrom AFB, Mont. for duty. FRANCIS G. MOORE received his M.D. from Hahnemann Medical College and will intern at Nazareth Hospital in Philadelphia. ANTHONY C. MURDOCCA, a Spanish teacher at John Harris High School in Harrisburg, Pa., will study in Pueblo, Mexico, this summer under an N.D.E.A. grant. RAYMOND J. PENTZELL, who has completed work toward a Ph.D. in theatre history at Yale University, this fall will join the staff of the University of Toledo as director of its Experimental Workshop and assistant professor of theatre. ROBERT POLGAR has been promoted to acting department manager of boy's furnishings and clothing at Pomeroy's department store in Reading, Pa. THOMAS A. QUINN received his D.O. degree from the Philadelphia College of Osteopathy and is interning at the Lancaster (Pa.) Osteopathic Hospital. FRANCIS J. SEXTON has joined Sealtest Foods as production supervisor at their Camden, N.J., plant. *Marriage:* CARMEN A. FABRIZIO to Carol Nogurny.



GABRIEL J. ZINNI

'63

FRANK J. BATTAGLIA received his Ph.D. in English from the University of California and will be employed by the University of Wisconsin as an assistant professor in the fall. JOSEPH W. BEATTY received his M.A. degree in philosophy from Haverford College. MILTON O. DICKERSON recently returned from a Peace Corps assignment in Ankara, Turkey, where he worked on an urban community development pilot project. He has resumed his work as a Philadelphia juvenile probation officer. WILLIAM A. GARIGLE received an LL.B. degree from Boston College Law School. He will practice in Camden, N.J., with the firm of Taylor, Bischoff, Netze and Williams. FRANCIS X. GINDHART received his LL.B. from the University of Pennsylvania Law School. LEONARD A. McMULLEN has been elected to membership in the Pennsylvania Institute of Certified Public Accountants. ROBERT J. MILLER has been promoted to program evaluation specialist with the U.S. Department of Housing and Urban Development. He was re-elected as secretary of the Pennypack Gardens Civic Association in northeast Philadelphia. RAYMOND J. SHORT was awarded a Master of Social Work degree by Florida State University. DANIEL R. SUKIS received an M.S. degree from Ohio State University. First Lt. GABRIEL J. ZINNI has been awarded the Purple Heart with oak leaf cluster, having

J. P. Ryan 1966-67 Fund Chairman

John P. Ryan, '49, has been named chairman of the 1966-67 Alumni Annual Fund campaign.

Campaign plans for 1966 include general solicitation to start in late October, for which alumni volunteers are urgently requested. Those who wish to contribute their services should contact the Development Office.

A vice president for the Horn and Hardart Baking Company, Ryan is a former instructor in accounting in the College's evening division. He has also served as president of the

alumni association and was chairman of the alumni giving program in 1957.

Ryan joined Horn and Hardart in 1950, specializing in cost control accounting, and thereafter assumed various posts in the company's executive offices. He was named Assistant to the President and in 1965 was elected to his current position in charge of Horn and Hardart's sales and marketing divisions.

Ryan, his wife Anne, and their four children, make their home in nearby Feasterville, Pa.

been wounded in both legs in Vietnam. *Marriage:* EDWARD M. SLAVISH to Susan M. Senz in Honolulu, where he is attending the University of Hawaii. *Births:* To JOSEPH R. DONATO and his wife Carolyn, a boy, Joseph Dominic; to EUGENE D. VANNUCCI and his wife Barbara, a boy, Gregory Eugene.



PHILIP E. DONAHUE

'64

PHILIP E. DONAHUE, a junior at Jefferson Medical College, has been elected national president of the student affiliate of the American Medical Association for 1966-67. He also received a grant for study of communicable diseases at an Atlanta, Ga., medical center this summer. BRIAN P. DAMIANI received his M.A. in history from the University of Delaware. He is an instructor at Manor Junior College. STEPHEN GOLD received a Master of Social Science degree from Bryn Mawr College and a graduate scholarship valued at \$2300 to continue graduate study there. Second Lieut. JOHN W. HARTMAN was graduated from U.S. Air Force navigator school at Connolly AFB, Tex., and has been assigned to Mather AFB, Calif., for aircrew training. DENNIS L. METRICK has been awarded an assistantship at Pennsylvania State University to pursue his doctorate in philosophy. JOSEPH G. NEELON has been promoted to first lieutenant in the U.S. Air Force. He is an aircraft maintenance officer at Dow AFB, Maine. PETER L. VISCUSI received an M.A. degree in history from the University of Delaware.

'65

KERRON R. BARNES is a VISTA volunteer serving in the Menominee Indian county of Wisconsin. JOHN J. DIAK won first prize in an essay contest conducted by the Philadelphia Chapter of the National Association of Accountants. He is employed by the firm of Lybrand-Ross Brothers and Montgomery. Second lieut. MATTHEW L. MULLIN completed an officer's artillery course at the Army Air Defense School at Fort Bliss, Texas. *Marriages:* JOSEPH J. BOYCE to Rosemary V. McGlynn; JOHN G. MCNEFF to Bernadette A. McKeogh.

LEADERSHIP CONFERENCE

A leadership conference aimed at producing better-informed alumni will be sponsored by the Alumni Association on September 24, it was announced by Francis X. Donohoe, '55, president of the association.

Included in the all day program will be talks by various members of the administration concerning the future of La Salle College. Interested alumni are urged to contact chairman John J. Lombard, '56 or the Alumni office.



Attending Class of '41 reunion were (from left) standing, Frank J. Greisser; James Madison; George J. Brookes; Michael A. Luckey; Eugene E. Gillen; Joseph E. Gembala, Jr.; Robert J. Courtney; Francis J. Guerin; Joseph M. Walsh and, seated, Joseph A. Gidjunis; Paul C. Prettyman; William J. Sullivan; Peter J. Schneiders, Jr.; Charles J. O'Keefe, and Louis T. De Stefana.



Class of '46 reunion attendees were (from left) Thomas P. Bones; Thomas J. Kiely; Walter J. Kaiser; Anthony M. Zarrilli; Francis J. Howley; Thomas J. McCann; Joseph T. Mack, and Dr. John J. Rooney.



Brother Daniel Bernian, F.S.C., president, engages in lively conversation with dual reunions chairmen William Keenan, '61 (left) and John Lombard, '56.

La Salle Vignettes

Jim McWilliams / *Levittown, Viet style*

Marine Captain James C. McWilliams, '57, never dreamed his 13-months in Vietnam would lead to a career in "housing development," but the Marine special forces veteran became especially qualified for the job as architect for a complete Vietnamese village now being used to train Marine lieutenants for Viet duty. His qualifications include having mopped-up 20 such villages after the Viet Cong had departed. And just in case he and his colleagues forget a pertinent detail, there is a detachment of Vietnamese Marines available for advice. Designed and built complete with a Buddhist pagoda and the Viet Cong's best booby-traps, the village is located on a five-acre tract in the Virginia woods near the Marine training site at Quantico. And the scene is even more realistic than meets the eye; thatched huts conceal an elaborate system of tunnels, mantraps, Punji stakes and spider holes. Search and kill tactics are learned in the training exercises for which the village is occupied by "enemy" troops. McWilliams, who also attended La Salle High School, earned the Bronze Star, the Vietnamese Gallantry Cross, and is a candidate for the Air Medal for his Viet service. He was also honored by La Salle's Semper Fidelis Society during a visit to the campus this spring.



La Salle Vignettes —continued



Carlos Salzano / *our man with U.P.I.*

It was nearly 20 years ago that **Carlos Salzano**, '48, was a reporter for The Callegian, but spending most of his time as a science major in the chemistry laboratory. Today, as Washington Local News Editor for United Press International news service, he spends his days writing and editing news from a city he calls "the news Mecca of the world"—and he hasn't seen a laboratory in 16 years. He continued in chemistry briefly after graduation with Franklin Sugar, but decided in 1951 that news was his first interest. His journalism career began as a copy boy with the Inquirer sports department, and in 1953 he joined U.P.I.'s Philadelphia bureau. He later spent two years

with the Charleston, West Virginia, bureau, returned to Philadelphia for a two year stint, then worked five more years in Charleston as the Chief State House Reporter in the state's capital. He was named bureau manager at Charleston in 1962 and in 1964 moved to D.C. in his present post. His post includes servicing U.P.I.'s many clients (it is second only to Associated Press in world press clientele) with news of the District and suburban Virginia and Maryland. Many government agencies subscribe to the bureau's daily "information service" just to keep abreast of what's happening on "The Hill." Salzano, his wife, and their three children make their home in nearby Arlington.



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